

Professional Development:
**Strategic Prevention Framework
Resource Guide**




PREVENTION FIRST
Leadership for drug-free communities

Funding provided in whole or in part by the Illinois Department of Human Services

Strategic Prevention Framework Professional Development Resource Guide

Welcome

...to the Professional Development Resource Guide Series developed by Prevention First's Professional Development department.

[Prevention First](#) is a nonprofit resource center committed to building and supporting healthy, drug-free communities through public education, professional training and effective tools for those working to prevent drug use and related issues such as violence, teen pregnancy and academic failure.

The [Professional Development](#) department at Prevention First has had a long history of providing training, consultation and information services in the prevention of public health problems, specializing in those associated with alcohol, tobacco and other drug abuse, since 1980. Its mission is to provide leadership and develop leaders in the prevention of substance abuse and related issues.

The Professional Development Guide Series was developed as a means to provide training resources for prevention practitioners in addition to and in lieu of immediate training opportunities. Prevention First offers classroom-based training throughout the year on many of the topics covered in the guides.

This Strategic Prevention Framework Resource Guide identifies toolkits, books, videos, websites and other resources for providers needing immediate professional development resources and information on the Strategic Prevention Framework.

Thank you for your dedication to the Strategic Prevention Framework process. We believe your hard work in this area will improve the lives of children, youth and communities across the state of Illinois. Your work is meaningful, important and necessary in the promotion of healthy, drug-free communities.

Go to www.prevention.org to view additional resources and information regarding current training opportunities. If you need further support regarding this topic, please contact the Prevention First Professional Development department by phone at 800.252.8951 ext. 122 or email training@prevention.org.

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Strategic Prevention Framework Professional Development Resource Guide: OVERVIEW

OVERVIEW

This *Strategic Prevention Framework Overview* section will provide you with references to appropriate tools, guides, books and websites that will serve as a starting point for anti-drug coalition activities in your community.

DEFINITION

Best practice in prevention involves using a planning framework which uses data to make informed decisions about what types of interventions are best suited to address substance abuse and its related problems in a community. The Strategic Prevention Framework (SPF) planning model consists of five phases that connect and create a continuous cycle.

The five phases are:

- *Assessment*- involves the mobilization of key stakeholders and coalition members to lead the data process in order define problems within the community.
- *Planning*- involves the development of a strategic plan that includes a logic model and the identification of evidence-based programs, practices and policies.
- *Implementing*- involves taking action guided by a strategic plan.
- *Evaluation*- involves measuring the impact (and areas for improvement) in the implemented programs, policies and practices. It also includes reviewing the effectiveness, efficiency and fidelity of implementation in relation to the strategic plan and standards of practice.
- *Capacity, Cultural Competency and Sustainability*- involves the mobilization of resources within the community and is particularly crucial for the assessment and planning phases. Cultural competency and sustainability should be a focus of each step in the framework.

WEBSITE

The following website offers information, examples and other resources that may be helpful in your work.

Community Anti-Drug Coalitions of America

<http://www.cadca.org/category/coalition-resourcestools/strategic-prevention-framework>

BOOKS

Building Coalitions for Support of Schools

Hart, Thomas E. and Oregon School Study Council, Oregon School Study Council, 1988

Building Drug-Free Communities: A Planning Guide

U.S. Office of Juvenile Justice & Delinquency Prevention and Community Anti-Drug Coalitions of America, U.S. Office of Juvenile Justice & Delinquency Prevention, 2001

Coalition Building: One Path to Empowered Communities

Wolff, Thomas and Massachusetts Area Health Education Centers, AHEC/Community Partners, [1995]

Community How to Guide on Underage Drinking Prevention, Volume 1: Coalition Building

U.S. National Highway Traffic Safety Administration [2001]

From the Ground Up: A Workbook on Coalition Building and Community Development

Kaye, Gillian and Thomas J. Wolff, AHEC/Community Partners, 1997

Getting It Together: Promoting Drug-Free Communities: A Resource Guide for Developing Effective Youth Coalitions

U.S. Office for Substance Abuse Prevention, 1991

Results That Matter: Improving Communities by Engaging Citizens, Measuring Performance, and Getting Things Done

Epstein, Paul D., Paul M. Coates and Lyle D. Wray, Jossey-Bass, 2005

Spirit of the Coalition

Berkowitz, William R. and Tom Wolff, American Public Health Association, 2000

Copies of the above publications are available for loan from the [Prevention First Library](#).

VIDEOS

Effective Anti-Drug Coalitions: Elements for Success

California Dept. of Justice, 2003

This video provides information on the necessary elements of an effective coalition or partnership. Experts share information about the importance of vision, how to raise leadership and the necessity for inclusiveness. Relationships, funding and community support are crucial to sustain an effective coalition. Successful "Fighting Back Coalitions" are featured in a bonus program.

Faith Community Involvement in Substance Abuse Prevention

Keck, Cheryl and others, Community Anti-Drug Coalitions of America, 2004

This video provides viewers with a review of the Bush Administration's faith and community-based initiative and ongoing initiatives in faith-based programming.

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CLEARINGHOUSE MATERIALS

Coalition Building Tip Sheets

Tom Wolff, Ed., Community Partners, Amherst, M.A. This 2003 edition of Community Partners' collection of 25 field-tested lessons is easy to read and succinct.

From the Ground Up: A Workbook on Coalition Building and Community Development

Kaye, Gillian and Thomas J. Wolff, AHEC/Community Partners, 1997. This helpful workbook is a complete toolbox for effectively building complex, community-wide processes. It shares field ideas, frameworks and exercises that have evolved from the authors' work in communities across the country.

Turning Awareness into Action (Bilingual English/Spanish)

U.S. Dept. of Health and Human Services, Office of Substance Abuse Prevention, 1991, DHHS Publication No. ADM #91-1562, about 160 p. This booklet is for anyone concerned about preventing alcohol, tobacco and other drug problems at the community level; it gives examples of successful community prevention programs, as well as guidelines for finding out more about community prevention needs and taking action.

Copies of the above publications are available for free from the [Prevention First Clearinghouse](#)

Strategic Prevention Framework Professional Development Resource Guide: CULTURAL COMPETENCY

OVERVIEW

This *Cultural Competency* section will provide you with references to appropriate tools, guides, books and websites that will assist you as you work towards achieving cultural competency in your prevention work.

DEFINITION

Cultural Competency involves recognizing and embracing the geographic, ethnic, racial, cultural, economic, social and linguistic similarities and differences to meet diverse community needs and offer inclusive and targeted services. It should serve as a “lens” that is used during each phase of the Strategic Prevention Framework – ensuring that assessment includes the understanding of culture specific issues as well as resources available. Planning includes stakeholders that represent the variety of cultures that make up the community being assessed. Implementation involves making choices and adaptations to meet the cultural needs and methods of the target community; evaluation tools and methods are sensitive to these cultures (Center for Substance Abuse Prevention; The Strategic Framework of Illinois, IDHS Office of Prevention, 2004).

TRAINING TOOLS

The American Speech-Language Hearing Association

To evaluate your own your cultural competence, take a self assessment and download checklist by visiting <http://www.asha.org/practice/multicultural/self.htm>

Culture Matters

A cross-cultural training workbook developed by the Peace Corps to help new volunteers acquire the knowledge and skills to work successfully and respectfully in other cultures.

<http://www.peacecorps.gov/www/educators/enrichment/culturematters/index.html>

Principles for Prevention Partnerships: Part 2, Valuing Cultural Diversity

SAMHSA's Center for Substance Abuse Prevention.

<https://preventionplatform.samhsa.gov/macrohq/54curricula/ctw14/mod2tr.htm>

BOOKS AND VIDEOS

Cultural Competence in Substance Abuse Prevention

Leonard G. Epstein (managing editor). NASW Press, 1997. Washington, DC.

This book provides AOD professionals with the vital knowledge and strategies they need to become more culturally competent.

The volume can also be purchased at:

<http://www.naswpress.org/publications/bestbuys/cultural-competence.html>

Managing Multiculturalism in Substance Abuse Services

Gordon J.U. (editor). SAGE Publications, 1994. Explores conceptual issues, definitions of terms, and historical development of prevention, early intervention and treatment efforts in the field of alcohol and drug abuse.

**Substance Abuse Prevention: The Intersection of Science and Practice
The Cultural Context and Ethics of Prevention (Chapter 5)**

Hogan, Julie A. et al. Allyn and Bacon, 2003.

Copies of the above publications and videos are available for loan from the [Prevention First Library](#).

ARTICLES

Rensnicow, Ken et al. (2000). "Cultural Sensitivity in Substance Abuse Prevention." Journal of Community Psychology, Special Issue: Bridging the Gap Between Research and Practice in Community-Based Substance Abuse Prevention, Volume 28, No. 3, 271-290.

This journal is available for loan from the [Prevention First Library](#).

WEBSITES

The following websites offer information, examples and other resources that may be helpful in incorporating culture competency into your work.

Community Tool Box

<http://ctb.ku.edu/>

Multicultural Pavilion

Offers resources and dialogue for educators, students and activists on all aspects of multicultural education.

<http://www.edchange.org/multicultural/>

National Multicultural Institute

<http://www.nmci.org>

Strategic Prevention Framework Professional Development Resource Guide: COMMUNITY ASSESSMENT

OVERVIEW

The *Community Assessment* section of the guide will provide you with references to appropriate tools, guides, books and websites that will serve as a starting point for planning and implementing assessment activities in your community. All of the resources provided in this guide support the assessment phase of the Strategic Prevention Framework.

DEFINITION

Community Assessments are a process of gathering and analyzing information related to needs and resources in order to help us better understand the context of community issues. Assessment data creates a unique picture of what happens in the community to support or prevent substance use, the particular strengths and barriers that exist and how ready the community is to embrace prevention efforts. Community assessments help answer the questions, “Who is using substances? Where are prevention services most needed? How can we collaborate with other community partners? What are the best strategies to meet the needs in my area? How does our community compare to others? What does the community want to see change?”

The community assessment informs prevention programming decisions – forming the basis for selecting programs, practices or policies appropriate for your target area. It is a process, rather than a single event, resulting from the efforts and input of multiple community stakeholders. A collaborative approach encourages community involvement in prevention efforts.

BOOKS, GUIDES AND TOOL KITS

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets

John P. Kretzmann and John McKnight. Institute for Policy Research, Northwestern University, 1993. This guide summarizes lessons learned by studying successful community-building initiatives in hundreds of neighborhoods across the U.S. It outlines what local communities can do to start their own journeys down the path of asset-based development. *Copies are available for loan from the [Prevention First Library](#).*

The volume can also be purchased at:

<http://www.northwestern.edu/ipr/publications/community/buildingblurb.html>

Community How To Guide: Needs Assessment and Strategic Planning

National Highway Traffic Safety Administration, March 2001. This “How To” guide provides a wealth of information about assessment and includes a resource section full of survey examples, checklists, and other useful tools.

www.nhtsa.dot.gov/people/injury/alcohol/Community%20Guides%20HTML/Guides_index.html

Community Readiness for Drug Abuse Prevention: Issues, Tips and Tools

The National Institute on Drug Abuse provides a handbook that addresses the concept of community readiness, describes the stages of readiness, discusses how to assess readiness, and strategies for increasing readiness. A Training Facilitators Manual for Drug Abuse Prevention and Community

Readiness is also available, offering enough information to conduct a full day training. To obtain copies, contact the National Technical Information Services at (800) 553-6847 (publication number PB# 97-209605) or visit: http://www.drugabuse.gov/NIDA_Notes/NNVol12N6/Materials.html

Community Readiness: The Key to Successful Change

Tri-Ethnic Center's Community Readiness Model is detailed in this thorough handbook. The Center also has PowerPoint presentation available online, articles on community readiness and offers on-site training. To request a manual or training go to www.triethniccenter.colostate.edu/

How Do We Know We Are Making a Difference? A Community Alcohol, Tobacco, and Drug Indicators Handbook

Aromaa, Susan, et al. Join Together, 2005. Learn how to use indicators (data that measure the impact of substance use), what to measure, where to find data locally, how to interpret the information and how to present your data to your community. To order or download free guides visit www.IndicatorsHandbook.org

Improving the Health of Adolescents & Young Adults: A Guide for States and Communities.

Centers for Disease Control and Prevention; National Adolescent Health Information Center, University of California, San Francisco, 2004. This guide provides states and communities a manual for improving adolescent health. Chapter 5 details how the needs assessment relates to prevention domains. http://nahic.ucsf.edu/index.php/companion/article/chapter_5

Illinois Youth Survey

The Illinois Department of Human Services (IDHS) has funded the administration of the Illinois Youth Survey (IYS) biennially since 1990. The IYS is a self-report survey administered in school settings and is designed to gather information about a variety of health and social indicators including substance use patterns and attitudes of Illinois youth. As of January 18, 2011, the Center for Prevention Research was selected as the contractor to administer the IYS. For more information about how schools and communities can participate in the IYS or to review state and county level (when available) reports, go to <http://iys.cprd.illinois.edu/>.

INTERACTIVE RESOURCES

Community Toolbox

An online learning community for "Assessing Community Needs and Resources" that allows practitioners to join discussion groups designed to help face challenges, learn from other's work and connect with others working on needs assessment. http://ctb.ku.edu/en/tablecontents/chapter_1003.aspx

Strategic Prevention Framework

Professional Development Resource Guide:

SUSTAINABILITY

OVERVIEW

This *Sustainability* resource section will provide you with references to appropriate tools that will serve as a starting point for sustainability planning with prevention efforts in your community.

DEFINITION

Sustainability is the process through which a prevention system becomes a norm and is integrated into ongoing operations. Sustainability is vital to ensuring that prevention values and processes are firmly established, that partnerships are strengthened and that financial and other resources are secured over a long term period (CSAP). Prevention professionals can approach sustainability with programs, policies, practices and building the capacity of the community to embrace prevention efforts. There are varying degrees of sustainability—it is an ongoing and ever-changing process to sustain community prevention activities. Sustainability planning should begin during the early planning stages of any prevention effort.

BOOKS, GUIDES AND TOOL KITS

Sustainability Toolkit: 10 Steps to Maintaining Your Community Improvements. Center for Civic Partnerships, Public Health Institute, 2001. This guide provides a theoretical overview as well as step by step tasks, and learning activities for sustaining community efforts. Guide includes a CD-Rom with tools that can be reproduced. Order online at www.civicpartnerships.org or call (916) 646-8680. Cost \$90.00
*This resource is available through the [Prevention First Library](#).

ARTICLES

Akerlund, K. M. (2000). "Prevention program sustainability: The state's perspective." *Journal of Community Psychology*, 28(3), 353–362.

Backer, T.E. (2000). "The failure of success: Challenges of disseminating effective substance abuse prevention programs." *Journal of Community Psychology*, 28(3).

Berry, K. (2004). Tip of the CAPT. "Building Capacity and Sustainability Within Prevention Programs." CSAP, Western CAPT. January issue.

Carlton, C. (2006). Tip of the CAPT. "Sustainability: What is it?" CSAP, Western CAPT. May issue. A monthly briefing containing evidence-based prevention information.

David, T. (2002). "Reflections on Sustainability." Woodland Hills, CA: The California Wellness Foundation. This publication is one in a series developed to share lessons learned and information from grant making practices. Highlights dimensions of sustainability to determine long term success. Available for download at: www.tcdf.org/pub_reflections/feb_2002.htm

Shediac-Rizkallah, M. and Bone, L. (1998). "Planning for the Sustainability of Community-Based Health Programs: conceptual frameworks and future directions for research, practice and policy." *Health Education Research*. 13(1), 87-108.

Swisher, J.D. (2000). Sustainability of prevention. *Addictive Behaviors*, 25(6) 965-973.

Tip of the CAPT- March 11, 2004 Resource: Johnson, K., Hays, C. E., Center, H. D. Jr., Daley, C. C. Building Capacity and Sustainable Prevention Innovations: A Sustainability Planning Model. *Evaluation and Program Planning*, 27(2).

INTERACTIVE RESOURCES

SAMHSA's Prevention Platform

The Prevention Platform offers an interactive online guide to walk you through every step of the SPF.
https://preventionplatform.samhsa.gov/Macro/CSAP/dss_portal/Templates_redesign/start.cfm

WEBSITES

The following websites offer information, examples and other resources that may be helpful in sustaining your work.

Community Toolbox

Contains a variety of collaborative tools- See Chapters 42 (Getting Grants and Financial Resources) and 46 (Planning for Long-Term Institutionalization)
<http://ctb.ku.edu>

Foundation Center

Maintains an independent nonprofit information clearinghouse that has been established to collect, organize, analyze and disseminate information on potential funding sources.
<http://www.fdncenter.org>

Foundations & Grantmakers Directory

Provides an alphabetical listing of national foundations and grant makers.
<http://www.foundations.org/grantmakers.html>

Strategic Prevention Framework

Professional Development Resource Guide:

COALITION BUILDING

OVERVIEW

This *Coalition Building* section of the guide will provide you with references to appropriate tools, guides, books and websites that will serve as a starting point for anti-drug coalition activities in your community.

DEFINITION

There are several definitions of a coalition, and while each is slightly different, a universal theme is that diverse groups come together to work toward a common goal that they could not bring about independently. Community Anti-Drug Coalitions of America (CADCA) defines a coalition as, “a formal arrangement for collaboration between groups or sectors of a community, in which each group retains its identity but all agree to work together toward a common goal of building a safe, healthy and drug-free community.” Other definitions include: an organization of individuals representing diverse organizations, factions or constituencies who agree to work together in order to achieve a common goal (Feighery & Rogers, 1989); also, an organization of diverse interest groups that combine their human and material resources to effect a specific change the members are unable to bring about independently (Brown, 1984).

WEBSITES

The following websites offer information, examples and other resources that may be helpful in your coalition building efforts.

Community Anti-Drug Coalitions of America

<http://www.cadca.org/>

Community Tool Box

<http://ctb.ku.edu/en/default.aspx>

Drug-Free Communities Support Program (DFC)

<http://www.ondcp.gov/dfc/>

Underage Drinking Enforcement Training Center

<http://www.udetc.org/>

BOOKS

Building Coalitions for Support of Schools

Hart, Thomas E. and Oregon School Study Council, Oregon School Study Council, 1988.

Building Drug-Free Communities: A Planning Guide

U.S. Office of Juvenile Justice & Delinquency Prevention and Community Anti-Drug Coalitions of America, U.S. Office of Juvenile Justice & Delinquency Prevention, 2001.

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Results That Matter: Improving Communities by Engaging Citizens, Measuring Performance and Getting Things Done
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Berkowitz, William R. and Tom Wolff, American Public Health Association, 2000.

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VIDEOS

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California Dept. of Justice, 2003.
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ILLINOIS NOT FOR PROFIT CORPORATION AND FEDERAL TAX-EXEMPT ORGANIZATION INFORMATION

Charitable Registration

For a listing of information and data requirements of all states that require registration of nonprofit organizations performing charitable solicitations within their jurisdictions, see the Multi-State Filer Project/Unified Registration Statement at http://www.multistatefiling.org/n_appendix.htm

Charitable Trust Laws and Charitable Giving in Illinois

<http://www.illinoisattorneygeneral.gov/charities/index.html>

General Not for Profit Corporation Act (GNPCA)

Laws on forming an Illinois not for profit organization and regulations. Hard copies of this publication are not available. The law may be viewed and printed by using the online Illinois Compiled Statutes (ILCS) system - go to: <http://www.ilga.gov/legislation/ilcs/ilcs2.asp?ChapterID=65> and choose 805 ILCS 105/

The Nonprofit FAQ

Information for and about nonprofit organizations

<http://www.idealists.org/if/idealists/en/FAQ/NonprofitHome/default>

Online Compendium of Federal and State Regulations for U.S. Nonprofit Organizations

<http://www.muridae.com/nporegulation/main.html>

State of Illinois Not-for-profit forms

Articles of incorporation, etc. are available at the Illinois Secretary of State's website.

http://www.cyberdriveillinois.com/departments/business_services/publications_and_forms/nfp.html

United States Internal Revenue Service Information on Tax Exempt Organizations

<http://www.irs.gov/charities/charitable/index.html>

Strategic Prevention Framework Professional Development Resource Guide: FREQUENTLY ASKED QUESTIONS

What are the components of a successful logic model?

A logic model presents a picture of a coalition's initiative from start to finish. It should visually depict a step-by-step process that includes problem identification, describes local reasons why the problem is occurring, provides solutions and measures the success of the effort. It offers a straightforward approach to planning that ensures no vital step will be overlooked—from goal setting to measuring outcomes—and explains why the strategy you have chosen is a good solution to the problem your coalition has identified. A logic model contains the following components: *problem statement*, *local contributing factors*, *evidence-based strategies*, *performance measures*. For more information visit CADCA's web site at <http://www.cadca.org/resources/detail/planning-primer>.

What is a problem statement?

State the problem that you intend to address clearly and concisely. What issue do you plan to address, and why? How do you know it is a problem? What data do you have to show the extent of the issue? Types of data to show the extent of the issue can be local data, such as the *Illinois Youth Survey* or other survey instruments.

Which stakeholders should I involve in the development of a logic model?

The development of a logic model offers an opportunity to engage your program's stakeholders in a discussion about the program. Stakeholders might include program staff, partners, funders, board members, volunteers and community representatives, such as the police department, health department, faith-based organizations, youth serving organizations or youth. Their perspectives can enrich your program's logic model by clarifying expectations for the program.

What types of data should I collect?

Coalitions should collect data that assesses the needs of the community, including: community definition, community history, contributing factors, consumption patterns and consequences.

Where do I get recent data for my community?

To find community data, you can obtain public access files from school systems, health departments, emergency rooms, law enforcement agencies and treatment facilities.

How do I analyze data for SPF?

Once all assessment data is collected, the coalition and stakeholders should review the data to identify, understand and prioritize problems. As problems are identified, the coalition should uncover the specific reasons why the problem is occurring in their community.

What are contributing factors?

Contributing factors are attitudes, behaviors, and other characteristics associated with a likelihood of using alcohol, tobacco or other drugs. Some of these factors can be consumption patterns, ease of

FREQUENTLY ASKED QUESTIONS CONTINUED

accessibility for youth, or social norms. Contributing factors can be found at CPRD's website at <http://www.cprd.illinois.edu>.

Who should be in my coalition?

The coalition will be a reflection of the community's culture, including, but not limited to, race and ethnicity. The coalition should have multi-sector representation that includes at *least* six of the twelve sectors:

- Business Community
 - Businesses
 - Chamber of Commerce
- Civic or Volunteer Organization
- Education
 - Higher Education
 - Grades K – 12
- Faith-based Organizations
- Government
 - Elected officials
 - Governmental departments,
 - City Departments
- Health Care
 - Hospitals
 - Public Health Department
 - Clinics
- Human Services
 - Substance Abuse Prevention
 - Treatment Centers
 - Mental Health Centers
- Law Enforcement Agencies
 - Local Courts (Judiciary)
- Media
- Parents
- Philanthropic
 - Nonprofit Organizations
 - Foundations
- Youth Service Organizations
- Other (e.g., concerned resident(s), etc.)

How do I secure a commitment to the SPF process from my coalition?

Develop an agreement from the coalition's leadership body stating that they plan on implementing the SPF process. Your agreement should include the proposed length of process, specific beginning and ending dates, list the current members and should outline the execution steps: *Assessment, Capacity, Planning, Implementation* and *Evaluation*. Various formats are accepted such as a written agreement or coalition meeting minutes describing the SPF process.

What are evidence-based strategies?

Evidence-based strategies are approaches to prevention or treatment that are based in theory and have undergone scientific evaluation. "Evidence-based" stands in contrast to approaches that are based on tradition convention, belief, or anecdotal evidence (SAMSHA's National Registry of Evidence-based Programs and Practices). The Illinois Department of Human Services has approved evidence-based or

FREQUENTLY ASKED QUESTIONS CONTINUED

proven effective programs, practices and/or policies that demonstrate reductions for the stated local priority.

How does my agency support our coalition's efforts?

Your role as the trained professional is to engage the coalition in developing and/or strengthening its own coalition capacity (leadership, membership, functions, roles and responsibilities, etc.). The prevention specialist can be a coalition leader, or provide technical assistance to the coalition on the steps of the SPF. The prevention specialist should not spend more than two years building the capacity of the coalition to function (i.e., developing leaders, regular meeting times, etc.) and must assist the coalition in developing a strategic plan within two years of working with the coalition.

How should my coalition develop our strategic plan?

There are a variety of ways to approach strategic planning. The way that a strategic plan is developed depends on the nature of the community prevention leadership, culture of the community, complexity of the coalition's environment, size, expertise, etc. Similarly, the specific process, planning period and specific stakeholder participation can vary. Most agree that annual review of action plans is critical, but the shelf life of a strategic plan can vary from one to three to five years. A strategic plan can contain a variety of elements. Some common elements of a strategic plan are: *Vision, Mission Statement, Problem Statement, Context, Logic Model, Objectives, Action Plan and Evaluation* (Prevention First, 2011).

WORKS CITED

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SAMSHA's National Registry of Evidence-based Programs and Practices . Learning Center, Glossary: NREPP . *SAMSHA's National Registry of Evidence-based Programs and Practices* . [Online] [Cited: 1 21, 2011.] <http://www.nrepp.samhsa.gov/AboutGlossary.aspx>.

Strategic Prevention Framework Professional Development Resource Guide: CONTACT INFORMATION

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